

the

# AMERICAN TEACHER

magazine

FEBRUARY



KINDERGARTEN  
TEACHER

HOW ONE CITY TEACHES ITS GIFTED

AFL-CIO CALLS NEA COMPANY UNION

# Opinion of Others

(Story on Page II)

**THE EXPULSION** of the Teamsters and two other unions was the big news, naturally, at the recent AFL-CIO convention in Atlantic City. Almost everything else—with the exception of the resolution on pending labor legislation and the resolution on wages and prices—was given very minor billing in the daily press.

**NEA Condemned as Company Union\***

There were, however, several less spectacular but rather important developments. An interesting case in point was the prolonged but rather vigorous discussion from the floor of the convention on a resolution directed against the National Education Association. This debate was unrehearsed and completely unexpected.

The *American Federation of Teachers*, a bona fide union representing classroom teachers, had submitted a routine resolution which explicitly characterized the NEA as a *company union*. This resolution, as reported to the convention by a subcommittee of the resolutions committee, was substantially watered down. In the revised or substitute resolution the NEA was accused of being *dominated by school administrators*, but it was not condemned in so many words as a *company union*.

**PREVENT UNIONISM!** No sooner had the chairman of the resolutions subcommittee finished reading the watered down version of the *A.F. of T.*'s original condemnation of the NEA than Carl Megel, *A.F. of T.* president, proposed an amendment from the floor. It was not satisfactory to the *A.F. of T.*, he said, merely to characterize the NEA as being dominated by school administrators. It should be explicitly condemned, he said, as a *company union*.

In the course of the resulting lengthy debate, Mr. Megel and several others submitted convincing evidence that the NEA is, in fact, a *company union*—i.e., one that is dominated and completely controlled by school administrators and is adamantly opposed to the establishment of a bona fide or legitimate union for classroom teachers.

Megel called attention to the following excerpt from a letter which was sent by the NEA to school superintendents: "We are asking you to select the finest young teachers and put them on committees to formulate our policy. *We are doing this because the unions have made great inroads and we certainly must prevent unionism of teachers.*"

The chairman of the resolutions subcommittee tried unsuccessfully to defend the substitute resolution. He and his colleagues on the subcommittee, he said, were in complete sympathy with the *A.F. of T.*—but they didn't think it would be prudent to recognize "at this particular time" that the NEA is a *company union*.

The convention supported the *A.F. of T.* when the vote was finally taken. The resolution, as amended and adopted, explicitly condemned the National Education Association as a *company union*.

\*From *The Yardstick*, nationally syndicated column, by The Very Rev. Monsignor George G. Higgins, director of the social action department, National Catholic Welfare Conference.

**VICTORY DESERVED:** There was a certain irony in this unexpected development. If the original resolution—including the *A.F. of T.*'s explicit reference to the NEA as a *company union*—had been presented to the convention, it probably would have been adopted in a perfunctory manner and the story of the NEA's persistent opposition to legitimate trade unionism in the teaching profession wouldn't have been spread over the record in such detail.

In any event, Megel and his associates had the better of the argument and deserved the victory which they finally achieved. The NEA as a professional organization, has a legitimate role to play in American education. Whether or not or to what extent it is satisfactorily carrying out this role is not for us to say. All that we are competent to write about is the NEA's record in the field of trade unionism.

That record, in our judgment, is a discredit to an organization which prides itself so vocally on its devotion to the principles of democracy and majority rule. For that reason, we are happy that the AFL-CIO convention overruled the subcommittee on resolutions and adopted the *A.F. of T.*'s resolution condemning the NEA in so many words as a *company union*.



**A**MERICA'S tragic failure to provide adequate tax funds for its public education system has resulted in a systematic downgrading of school teachers as an economic group.

This grim fact emerges clearly from a massive survey of teachers' salaries recently issued by the *American Federation of Teachers*.

**Teachers and Our Times\*** Summarizing data from across the nation, this compilation of cold, hard statistics adds up to an alarming picture of substandard wages. In the middle of unprecedented national prosperity, the absence of decent teacher salaries pockmarks the nation's economy with small—but painful—areas of individual depression.

Since 1939, teachers' salaries have skidded far below other wages. While stated requirements of training for teachers have been rising steadily, there has not been a corresponding rise in their income.

In nearly two decades during which the purchasing power of production workers rose 43 per cent, here's what has happened to teachers' incomes—

- In cities of over 500,000 population, purchasing power of teachers showed a net loss, ranging from 8 to 23 per cent.

- In small cities (from 30,000 to 100,000 population) the teachers' purchasing power inched ahead only from 1 to 8 per cent.

As the actual buying power of teachers has decreased, there has been a growing disenchantment for the teaching profession. Other occupations have become increasingly attractive. The competition of technological occupations has relentlessly drained high schools of mathematics and physics teachers.

Is there any doubt as to why Russia is outstripping us in scientific advances?

\*From the Milwaukee, Wis., *Labor Press*.

# The President's Page

By Carl J. Megel

**A**LL OF US who are members of the *American Federation of Teachers* and believe in the philosophies and principles of an organization of classroom teachers need at this time to take an inventory of our strength and our weaknesses. This is especially true in all of the important events that occurred in 1957. These events will certainly bring about changes during the next 25 years which will affect the lives of every man, woman and child in our nation in a most profound manner.

Traditionally the *American Federation of Teachers* has been in the forefront in establishing progressive policies and programs. It is our privilege as members of this great organization to have a part in formulating such policies and programs as will continue dynamic progress in the new age which we are entering.

The trends and directions in American education have been known to us in the *American Federation of Teachers* for a long time. Not only have we been calling these trends to the attention of the American people but, additionally, we have worked constantly—often against terrific odds—to give guidance and direction in formulating a constructive program.

Recent developments dramatized the deficiencies of the American educational system. The fervor and excitement of the moment, created mostly by fear of a presumed inadequacy, requires immediate and effective leadership and guidance.

The *American Federation of Teachers* is again in the forefront emphasizing the fact that the need for scientific and technical education, however acute, is less than the need for that education which prepares a citizenry qualified and capable to make responsible decisions in directing local, state and national affairs.

**I**N THE LIGHT of the tragic needs of America's educational system, President Eisenhower's proposals are discouraging. The President has recommended a four-year program of Federal Scholarship grants to the states to expand scientific and technical education. More distressing was the fact that the President did not mention support of a school construction project.

Andrew J. Biemiller, AFL-CIO legislative representative, stated in Washington that "the President's plan would feed our starving educational system with an eye-dropper. Certainly the President must realize that America cannot train young scientists and engineers in chickencoops."

More than ever we need today a program of fundamental education; scholarships to train young technicians and scientists are not enough. This is the wrong approach. We need to begin at the elementary and high school level if we expect the colleges and universities to do a competent job.

Such a program will require an expenditure of billions of dollars. The *American Federation of Teachers* has been advocating a Federal aid program of not less than 15 billion dollars. Such a program would make it possible to build decent school buildings, employ well-trained, well-paid teachers and provide educational opportunities from the lowest to the highest grade for every child in America commensurate with his ability, and without regard to his family finances or race or creed.

The *American Federation of Teachers* can be proud of its record in behalf of improving educational opportunities through-

out America. This record has been established because the fundamental premise of the Federation is its belief that *the teacher is the heart and soul of a good school system*. Accordingly, while we are making efforts to erect guideposts for a sound educational program, we must also continue to work for the increased status and prestige of the classroom teacher.

**W**E MADE an enviable record during the past several months. The investigations of the McClellan Committee and the exposure of corruption in certain areas of the labor movement have had its effects upon the *American Federation of Teachers*. It seemed that the daily news releases from Washington exposing unfortunate instances of a few unethical practices by certain labor leaders triggered a campaign of attack upon our members and locals. While several of these cases are still unresolved, I am happy to report that the majority of them have been satisfactorily adjusted with due credit to the Federation.

Additionally, the statesmanship of President George Meany and the heroic stand taken by the delegates at the AFL-CIO convention in Atlantic City in December in removing from membership International unions whose leadership brought discredit upon the labor movement, did much

to increase the prestige of organized labor.

Sen. McClellan, speaking before a meeting of the National Association of Manufacturers, gave credit to the ethical practices code which the AFL-CIO set up and wondered when *big business would set up a similar ethical practices code of conduct for its own operation*. Sometime later Sen. Kennedy, speaking before the American Bar Association, made a similar inquiry. These references indicate that the action of the AFL-CIO ethical practices committee now give leadership, guidance and direction and are being held up as examples of ethical procedures.

**T**HE AFL-CIO convention, by resolution which was amended on the floor of the convention, passed the following resolution:

*"Furthermore, in most American communities classroom teachers are still without a genuine union organization of their own through which they can seek redress from exploitation. The National Education Association (NEA) dominated as it is by the school administrators, does not and cannot fulfill that need because it is in effect a company union . . ."*

The passage of this resolution now makes it crystal clear to every labor leader in America that the *American Federation of Teachers* is the only bona fide organization of teachers affiliated with the AFL-CIO and should strengthen our position as a labor union.

We are encouraged by the number of *A.F. of T.* Locals who have already attained their membership quotas. This is an indication of strength and hearty growth. It is our hope that many more will attain their quota shortly.

In addition, plans are under way for the annual convention of the *American Federation of Teachers* which will be held in Milwaukee, Wisconsin beginning Monday, August 25, 1958. Reports indicate that our convention last year was the finest we have ever had. Your attendance in Milwaukee at the 1958 convention will give assurance of another successful session.



MR. MEGEL

# The AMERICAN TEACHER magazine

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## ON OUR COVER

TEACHER on our cover in salute to Brotherhood Week this month is Mrs. Margaret M. Schunck, veteran kindergarten teacher in Milwaukee's Vieau school, melting pot of nationalities and races.

Mrs. Schunck, a member and secretary of the Milwaukee Teachers Union, Local 252, has taught kindergarten in the school for 15 years. She holds a BA from the University of Wisconsin, Milwaukee, formerly the Milwaukee State Teachers college.

She points out that the school has had as many as 29 nationalities enrolled at the same time, but all of parents who have sought and found the goal of equality in these United States.

Children in the photo, both 5, are Mary Ann Mejias, Milwaukee born of Puerto Rican parents, and Leslie Holden, also born in the city, of American parents from the south.

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## CONTENTS

- 2 Opinion of Others
- 3 The President's Page, by Carl J. Megel
- 5 Where the Gifted are No Longer the Damned, by Cecile S. Oliver
- 7 The Annual Salary Story, by Mary Herrick
- 9 The School Administration on a Log, by Dorothy Matheny
- 11 AFL-CIO Calls NEA a Company Union
- 12 Your Dreams, Credits Too, in Hawaiian Tour
- 13 Union Teacher Talk
- 17 Union Security CaseAppealed to Supreme Court
- 17 Detroit, 231, Calls for \$500 Increase, Class Reductions
- 20 Rules Union Membership Ban Illegal
- 20 Chicago Doles Out \$290 Increase
- 21 What's Your Problem? Columbus Teachers Answer
- 21 New York Teachers Vote Social Security
- 23 New Books of Interest to Teachers

# Where the Gifted Are No Longer The Damned

AS THE RESULT of policies and projects set up and now firmly established by Schools Supt. Jonathan W. Edwards and his administrative executives, the saying that "the gifted child is the most neglected child in the classroom today," does not apply to Portland, Oregon, children of unusual creative, intellectual, artistic and social abilities.

In April, 1952, a proposal for a program for the exceptionally endowed to be undertaken jointly by the public schools and Reed college of Portland was sent to the Fund for the Advancement of Education, accompanied by a request for a grant of funds for the first year of implementation. The proposal was approved and the necessary financial support was assured.

Next came the problem of setting up the experiment. Supt. Edwards invited ten elementary schools, representing varied sections in the city, and four high schools that received students from the ten elementary schools to participation in development of the program.

Each year since, other schools have joined the program until at the present time twenty-eight elementary schools and nine high schools have programs for their gifted students.

THE MAIN objectives of the proposed program covered several features:

- 1) There should be provision for many kinds of unusual ability;
- 2) Experimentation with methods and materials of instruction should challenge and develop unusual abilities of various kinds;
- 3) Coordination of the program for promising students with the schools' regular curriculum to avoid fixed grouping would enable other students to profit from the experiment;
- 4) Close collaboration with a college of liberal arts and sciences, Reed college, would assist the program by helping

\*Teacher of gifted students in Franklin high school of Portland, and president, Oregon State Federation of Teachers.

## How Portland Public Schools Met the Challenging Need of the Exceptionally Endowed

BY CECILE S. OLIVER\*



MRS. OLIVER

able the resources of its faculty and library for workshops for teachers and administrators.

It was felt that to satisfy the far-reaching minds of students, teachers needed refresher courses, particularly in the fields of English, social science, mathematics, and science. In addition to the summer training program, each year a number of in-service classes have been conducted to improve teacher competence in identifying and instructing able students. In the past four years, three hundred and sixty teachers have attended these specifically organized classes.

CONCERN for the more able children of the community was based on three beliefs:

- 1) That satisfactory living depends on how closely one's training and achievement parallels his capacity to learn and achieve;
- 2) That the rapidly changing economic, scientific, and political foundations of society demand soundly trained and intelligent young people as never before; and,
- 3) That the public schools are responsible both to the individual and to the economic, social, and civic life of our society and should provide for the satisfaction of each citizen and for the welfare of society.

Early in the program, a set of specific objectives was developed by representative administrators and teachers from pilot schools. For help in identifying gifted and talented students, teachers were encouraged to make better use of cumulative records and standardized tests. They studied methods for identification of special talent in music, art, creativity, and leadership and selected materials of particular value for the educational development of those students.

Administrative procedures and functions were incorporated into the

ing to shape it and actively participating in it, and later evaluating it; and,

5) After the students' graduation from the program, other colleges could work out closer articulation of college curriculum with that of the high schools.

The sponsors of the program realized that its success would be measured by its acceptance by pupils, parents, teachers, and administrators in terms of the support shown for making such improvements and in coordinating these into regular school practice.

Teacher training and the development of teaching methods and materials were recognized as important aspects. Beginning with the summer of 1952 and in successive summers through 1955, Reed college made avail-



Exceptionally endowed biology students set up wide area for study

schools' existing supervisory facilities. Plans were set up not only for the continuous evaluation of the program but for its incorporation into other school districts.

Under the enrichment program an assistant supervisor and a consultant, both formerly elementary school teachers, are employed to represent the supervisor in the elementary schools. They visit each school in the program once each week to assist in planning the program, identifying the pupils, keeping records, and promoting interchange of ideas among pilot schools.

Each principal appoints a member of his faculty to serve as coordinator of the program, whose duties include:

1) *Compiling and recording test information and data on special cards in the permanent folders;*

2) *Relieving other teachers to teach special interest classes; and,*

3) *Stimulating attention to the needs of the gifted child.*

An additional half-time teacher is assigned to the building so that more teacher time is available for the program; also this teacher teaches the coordinator's regular class while he assumes his duties.

**I**N IDENTIFYING the gifted child, a broad definition is used. Therefore, the project is devoted not only to the two per cent or less with the highest intelligence quotients, but to the 10 to 20 per cent who show promise of remarkable performance in a variety of areas of socially useful ability. In addition to teacher judgments based on observation and school records of past performance, the results are considered from standardized tests and the Science Research Associates primary mental abilities test, which is

*The Portland board of education has projected plans for an improved curriculum for college-bound high school students.*

*Miss Phyllis Hutchinson of Portland, A.F. of T. vice-president, and president of the Portland Teachers Union, Local 111, said the plans are for improved teaching of academic subjects, English, languages and the social sciences as well as mathematics and the sciences, preparatory for college.*

*Procedures opened with a conference of board members and presidents of Oregon universities and colleges. Local 111 leaders participated in the previous planning.*

administered to approximately one-third of fifth grade pupils, and from seven talent appraisals.

To appraise talent, tests are given in these fields: art and music to grades four and five; creative writing and dramatics to grades five and six; creative rhythms to grades one, three, and five; social leadership to grades four, six, and eight; mechanical comprehension to all boys in grade seven. Regular teachers administer most of these tests; however, trained personnel administer some.

As a result of this identification process, each teacher is given all data obtained on exceptionally endowed children in his class. Because identification is never considered final in view of the possibility of the child's immaturity, poor health, or lack of verbal fluency, the rosters are kept open for additions as new evidence becomes available.

From the procedures described, ap-

proximately 10 per cent of the fifth grade in each participating school is listed as intellectually superior children. Also, on the basis of talent tests, approximately 10 per cent of those tested is included on one or more of the rosters of the talented.

During the school year, 1957-58, with twenty-eight elementary schools participating in the program, more than 2,400 children are identified as being exceptionally endowed. In view of the considerable duplication which exists, the intellectually gifted also being talented, the percentage in any school who are identified in both areas approximates 14 per cent.

**A FURTHER** provision for gifted elementary pupils has been the establishment of special interest classes so that these children may meet with others who have similar interests and capabilities to receive instruction from teachers with special competence.

For example, 10 seventh grade children with arithmetic ability two or more years advanced, came from three homerooms to meet twice weekly with a teacher who was released from his homeroom by the half-time teacher. The course included practical application of arithmetic, income tax study, research into biographies of mathematicians, and orientation to algebra and geometry. Other special classes in the same building included science, art, Spanish, music appreciation, and creative writing.

In another building a class in German, made up of fifth and sixth grade pupils aside from gaining conversational knowledge of the subject, engaged in such special projects as creating a short play; singing German carols at Christmas; and making conversation from pictures brought to the class.

In the study of *What is leadership?* and *What are the differences between good and bad leadership?*, a group of eighth grade pupils learned from their resource material to go beneath the surface for basic concepts and fundamentals.

An elementary teacher said of her creative writing class: "In working with a group of capable students, there is no need to sacrifice the development of individual styles or creativity to the teaching of correct and effective writing. Such students are eager to attain proficiency and readily recognize the importance of learning and practicing the fundamental principles of good writing."

At the elementary level, the number and types of special interest classes varies from school to school. In the current school year, 2,324 children are

*Turn to Page 16*

# The Annual Salary Story

**While World Events Highpoint  
Education, Teachers Still Lose  
To the Cost of Living**

**PUBLIC CONCERN** in the United States has suddenly been centered on public education by the jolting realization that progress in science, industry and education in the Soviet Union has generally been underestimated.

There is clear evidence that education in general is given greater recognition, that the status of teachers is higher, and that a larger share of the national income is spent on schools in the Soviet Union than in the United States. Recognition of these facts does not indicate any acceptance of the personal, ethical or cultural values of a totalitarian system of education.

Dr. George S. Counts, in his recent book, *The Challenge of Soviet Education*, traces the rapid and tremendous growth of the Soviet school system and emphasizes the seriousness with which Soviet schools approach their task. He minimizes the claim of Soviet spokesmen that ten per cent of their national income goes into education, but states that estimates of five and one-half to six per cent are moderate and apparently justified.

The maximum estimates of the share of national wealth spent on education in the United States are slightly over three per cent. Since the per capita income and share in goods and comforts of citizens of the United States is far higher than in the Soviet Union, the relative contribution of the people of the United States to education is even less than the six to three per cent ratio would indicate.

In the harsh light of these facts, the record of small gains in teachers' salaries in the United States during the last year seems pitifully inadequate and discrepancy between the import-

\*Research Director, American Federation of Teachers, in a summary of her September, 1957, salary survey.

**BY MARY HERRICK★**



**MISS HERRICK**

ance of education and the respect given to those who educate more glaring. The facts in our 1957 report on teachers' salaries should not be considered in the light of the past few years. They must be viewed in the spotlight turned on us in our shrunken world.

**TEACHERS' SALARIES** did increase at a slightly higher rate from Sept. 1956 to Sept. 1957 than during the previous school year. However the cost of living increased at a more rapid rate than during 1955-1956. The result is a small net gain for teachers in middle sized and large

city systems, but a net loss for the average salary of all teachers.

On Oct. 31, 1957, the United States Office of Education stated that average salary of all teachers in elementary and secondary schools in the United States was \$4,330. The comparable figure for 1956 was \$4,220. The 1957 average is 2.6 per cent above 1956, but the cost of living rose 3.5 per cent during the same period. To have the same purchasing power in 1957 as in 1956, the *average teacher* would have had to receive \$4,367. The *average teacher* thus received almost \$50 less in real purchasing power in 1957 than in 1956.

Surveys indicate an approximate increase in salaries of beginning teachers in city districts of some 7 per cent and an increase at the maximum of some 5 per cent. Since the cost of living increased 3.5 per cent, the gain is small. In actual dollars it is also small since the percentage increase is added to so small a base.

The median beginning salary of all teachers in the United States is \$3,600, according to an Office of Education release, Oct. 1957. A beginning teacher whose salary was \$3,570 in 1956 received a 7 per cent increase if \$250 was added in 1957 to make a grand total of \$3,820. Six of the cities over 400,000 pay less than \$3,570 even in 1957.

Even at the maximum on the schedule, \$250 would be a five per cent increase on a \$5,000 salary. The highest possible salary in Memphis is \$4,835, and in six of the cities of over 400,000 population, no classroom teacher earns as much as \$6,000. Only two states have an average teacher income of as much as \$5,000. A \$250 pay raise not only gives no real increase in purchas-

ing power, but makes no allowance for the steady increase in prices expected in the remainder of the current school year.

Sixty per cent of the school districts over 10,000 gave increases of less than \$400 last year, and ten per cent gave less than \$200.

The percentages on some of the very low dollar increases were high. A 14 per cent increase brought Hattiesburg, Mississippi to a minimum of \$2,750 and a maximum of \$3,900. Indiana passed a new law in 1957 providing additional pension benefits for teachers who retire after forty years on \$3,000 or less salary.

**THE MEAGER** amounts still paid to beginning teachers are one of the reasons for the shortage of teachers estimated by the Office of Education in Oct. 1957, as 135,000. These salaries are also one of the reasons why 14 per cent of all new teachers employed in 1957, did not have college degrees. Twenty-two per cent of all new elementary teachers do not have degrees and four per cent of all new secondary school teachers. Seventy-one per cent of all beginning elementary teachers in 1957 in districts with less than 300 enrollment had no degrees.

A Sept. 1957 bulletin of the Indiana department of public instruction states that 8.7 per cent of all classroom teachers employed in Ohio, Illinois, Michigan, Indiana, Wisconsin and Kentucky are *permit* teachers and that in Indiana alone, 11.7 per cent of all the teachers in the state do not have standard qualifications.

Thirty-seven states now require elementary teachers to have BA degrees to obtain full certificates, but many of these states issue temporary certificates to teachers with less training. Twenty-nine states list certificates of one kind or another granted to teachers with less than BA training. Eighteen states list state schedules for teachers with two years' of training. Thirteen states, including Illinois and Iowa, list state schedules for teachers with only one year of training. Four states, Kentucky, Louisiana, Tennessee and Texas, list salary schedules for teachers with no training or with less than one year.

It is estimated by the Office of Education that half of the teachers who began as new teachers in September 1957 will be engaging in some other activity in five years.

**EVEN IN** the largest cities, the average teacher's salary does not reach the estimate of the amount needed for a family standard set by the Heller committee of the University of

California in 1955. The Heller estimate, adjusted to the 1957 cost of living, is \$5,776. The average salary of teachers in New York City in 1957 is \$5,575. Teachers with BA degrees in nine of the 32 largest cities in the United States *never* reach this salary level, even after a median of 14 years of service. Memphis BA teachers can reach only \$4,720 (no yearly schedule) and Seattle \$5,600 after nine years. In the remaining cities over 400,000, it takes from six years (Detroit) to 16 years (Indianapolis) to reach this salary level, with a median of nine years required.

Teachers with MA degrees in four of these cities never get \$5,776 even after 26 years of service, and only teachers in high schools may reach it in Boston. In the other cities over 400,000 in population, the length of time required to earn the Heller estimate ranges from five years (Detroit) to 15 (Indianapolis) with a median of eight years.

**THE BASIC** lag in the income of teachers in comparison with other workers which arose during the war, still remains. Almost any comparison of teachers' salaries in urban areas today with those received in 1939 indicates a net loss of purchasing power. The Metropolitan School Study Council of New York City states that a \$2,200 salary in that city, in the decade of 1930-1940 must become \$7,200 today to purchase the same goods and services. The average income of teachers in New York City is actually only \$5,775.

The Consumer Price Index figure of September 1957 is 121.1. Salaries must be 21.1 per cent higher in 1957 than in 1947 to buy the same goods. But the index figure on a 1939, not a 1947 base, is 203.9. Salaries must be more than twice as high in 1957 as in 1939 to buy the same goods. But in June 1957, teachers' salaries on the average were not 203.9 as high as in 1939, but only 144.5 as high.

Other occupations comparable to teaching have increased income more rapidly. Women still constitute 75 per cent of the teaching force. A 1956 study of incomes of women workers shows that women college graduates receive higher beginning salaries as chemists, mathematicians and nurses than as teachers. Stenographers who are not college graduates average \$900 a year more in large cities than the average beginning teacher.

The lowest salary reported for June 1956 for a graduate beginning engineer or chemist by college placement officials was \$4,284. Beginning salaries in these fields went as high as

\$8,220. Four thousand eight hundred dollars a year was the common level in these fields. Beginning pharmacists command a minimum of \$5,220, and in some states more. The minimum for graduate nurses was \$4,020. A study on *Trends in Employment of College and University Graduates in Business and Industry, 1957*, made by Frank S. Endicott of Northwestern university, gives evidence that the starting salary in business and industry for male college graduates averaged almost \$5,000. Annual salaries paid men college graduates in important fields of work had more than doubled in ten years.

A salary schedule recently adopted by one of the largest oil refining companies lists the starting salary of a new graduate employee with a BS at \$4,704, with \$350 every six months until \$6,384 was reached in two years. A beginning worker with a Master's degree begins at \$5,520, and with a Ph.D., at \$6,648.

**NONE OF THE LARGEST** city school systems in the United States pay \$4,704 to a beginning teacher with a BA and one city barely reaches that sum after 19 years of service. No large city pays more than \$4,870 for a beginning teacher with a Master's degree, and three pay less than \$5,520 as a maximum, one \$5,300 after 16 years, and one \$5,420 after 22 years. No large city system pays more than \$5,000 to a beginning teacher with a Ph.D. In St. Louis, such a teacher gets \$6,600 after 13 years, in New Orleans, \$6,246 in 15 years, and in Columbus, Ohio, \$6,350 after 17 years.

Industrial workers have also out distanced teachers in raising their standard of living. Between 1953 and 1957, average earnings for women office workers, women industrial nurses, unskilled maintenance men, and unskilled plant workers rose 20 per cent. Skilled workers such as plumbers and bricklayers earn more than teachers in New York City. Boilermakers recently negotiated a contract for \$4.46 an hour, a yearly income of approximately \$8,000. The Bureau of Labor Statistics gives \$3.39 as the present average wage for skilled building trades workers, for building trades helpers as \$2.45 an hour, for all manufacturing workers as \$2.08 an hour and \$83.20 a week in September. Most of these wages actually add to real earnings, rather than merely match the cost of living since 1939. Teachers' salaries have not yet caught up with 1939.

The number of years of service to reach a maximum salary decreased  
*Turn to Page 18*

# The School Administration on a Log

**BUT HOW ABOUT** your teachers?" queried Arthur Guiterman, when he wrote his poem about Mark Hopkins on one end of a log and James A. Garfield on the other.

In the course of the poem, he touched upon two salient points that make for good teaching, namely: a good teacher, and a direct relationship between student and teacher.

He omitted one point. To be sure, *it's what the teachers are, themselves*, that is of primary importance in a school system, but that little matter of the log is important, too. In modern schools that's where the administration sits.

We must suppose, from the picture presented in the poem, that there were just two figures concerned in the teaching situation, the teacher and the student. True, the student was receptive, and that fact alone made whatever efforts the teacher put forth worth while.

But, also, there was a direct teaching situation that made both the desire to teach and the reception of the teaching more pleasant. There is no mention made of a principal leaning over Mark Hopkins' shoulder, nor any reference made to supervisors lurking behind the nearest bush with notebook in hand. In other words, there was nothing to prevent the teacher from feeling free to be himself, *to gladly teach*. Things indeed were simpler in those days, but how about our teachers now?

**I**N THE CURRENT uproar and outcry about the lack of adequate numbers of teachers to staff the schools, one panacea is offered to relieve the situation: better salaries. It is certainly true that higher salaries will serve to attract young people into teachers' colleges.

Considering the wide choices offered students today for varied kinds of employment, school systems, to meet the competition, must offer real induce-

\*Former secretary, Toledo (O.) Federation of Teachers, Local 250.

## ***The Innumerable Reasons Other than Salaries, So Many Teachers Quit***

**BY DOROTHY MATHENY★**



**MRS. MATHENY**

ments in terms of good salaries to get new teachers. After all, there is only a certain percentage of the population, young or old, who hold top rating in brains and ability.

Certainly we should have the very best available in the schools, and better salaries will help attract them. But what about keeping this kind of person in the school room? Salaries are going up in many districts; more students are enrolling in colleges of education; but what happens to the graduates when they find a place in the school system?

**E**XAMINATION of city school systems in many places will show that as high as 30 per cent of the new teachers last no longer than their probationary years. Some of the girls marry and stop teaching; some transfer elsewhere for higher salaries; but too many of them simply walk out of

the classroom in disgust and find a different kind of job. Why?

In the elementary schools of our city, for example, the beginning teachers are subjected to supervision which, of course, is intended to help them, but, too often, only serves to frighten and upset them. There is a supervisor and several assistants for each division of the grades: primary, intermediate, and junior high (seventh and eighth grades).

There is an art supervisor, a music supervisor, a home economics supervisor, a manual training supervisor, a physical education supervisor, each of whom calls meetings once a month or oftener.

In addition to each of these, there is the principal who visits the classrooms of the probationary teachers four times a year, as does the division supervisor. Reports are made to the superintendent by the supervisor, these reports being signed by the principal and the teacher. There are four of these reports during each of the probationary years, with recommendations and suggestions to the teacher for improvement.

The idea is good, but when a teacher is subjected to such supervision that seems to downgrade him or her as a person, that teacher still must sign the report or be discharged for lack of cooperation. There is one supervisor in our system, for example, who used (until the Federation protested), a method of "brain-washing" such as having the teacher move all the furniture in the room each time she visits. Since there are only four walls in the room, the furniture ends back where it was in the first place.

**I**F THE TEACHER is not on the proper page of the reading manual at the time of the visitation, there is a black mark recorded. If the children are too orderly, the teacher is criticized for being cruel, but neither must the room be chaotic. Indeed, an investigation of administration policies in choosing supervisors and the per-

centage of administrative jobs as compared to teaching positions might be interesting.

In addition to such pressures, the teacher must administer reading tests, intelligence tests, achievement tests in various subjects, and score them. One of these alone takes better than 20 hours, for a class of 35, to score and tabulate the results.

The report cards have taken on the appearance of a Massachusetts-type ballot, and each card is submitted to the principal for review before it is passed on to the child and his parent. If the principal considers the teacher's judgment wrong on any one item, the teacher is not expected to defend his decision, but he must change the mark. *Papa knows best* is an attitude not conducive for keeping the best teachers in the classroom.

Elementary school teachers have other kinds of interference, too. There is a *milk break* in the middle of the morning, and each teacher must collect money from each child who partakes, milk must be drunk, bottles returned, and peace restored before lessons may continue.

Some provision must be made to keep track of the children who, for one reason or another, don't drink milk. Once a week some of the classes depart for Bible school. Some children don't share in this expedition, so they remain behind to be cared for.

**T**HEN THERE are movies in the auditorium, carnivals, bazaars, mothers' clubs, and P.T.A. meetings to attend. There is a monthly in-school meeting when the superintendent broadcasts his message to the teachers via radio, after which the principal holds a staff meeting that sometimes lasts until five o'clock.

Each teacher is assigned a bulletin board in the hall to be decorated at intervals, and these must represent the work of the class concerned. Preferably the results should be beautiful as well as instructive.

There are tickets to sell, collections for the Red Cross and Community Chest, trips to the Art Museum, conferences with parents, make-up work for those who have been absent with colds or other diseases, and similar lessons for the more fortunate children whose parents take them out of school for a three-weeks' trip to Florida in the middle of winter. *How about your teachers*, indeed. It is a sturdy soul who comes into the school room in these days and stays there!

In the high schools it is much the same. While, for the most part, the probationary teacher is free of much of the supervision given to the elementary school teacher, there are other

## EDUCATION

### By ARTHUR GUITERMAN

**W**HEN JAMES A. GARFIELD was attending college he had a young teacher by the name of Mark Hopkins. When the weather was warm, Hopkins would hold his class under a big tree. Garfield developed into a great man who reached the Presidency of the United States. Believing that the essence of good teaching lies in the force of personality, Guiterman wrote the following:

Mark Hopkins sat on one end of a log  
And a farm boy sat on the other;  
Mark Hopkins came as a pedagogue,  
And taught as an elder brother.

I don't care what Mark Hopkins taught,  
If his Latin was small and his Greek was naught;  
For the farmer boy, he thought, thought he,  
All through lecture time and quizz,  
The kind of man I want to be is the kind of man Mark Hopkins is.

Theology, languages, medicine, law,  
Are just peacock feathers to deck a daw,  
If the boys who come from your splendid schools  
Are well trained sharpers or flippant fools.

You may boast of your age, your ivied walls,  
Your great endowments, your marble halls,  
And all your modern features;  
Your vast curriculum's scope and reach,  
The multifarious things you teach,  
But what about your teachers?

Are they men who can stand in a father's place,  
Who are paid, best paid, by an ardent face,  
When boyhood gives as boyhood can  
Its love and faith to fine, true man.

No printed word or spoken plea  
Can teach young hearts what men should be;  
Not all the books on all the shelves—  
But what the teachers are themselves.

For education is making men,  
So is it now—so was it when  
Mark Hopkins sat on one end of a log  
And James A. Garfield sat on the other.

deterrents to good teaching on the log between Mark Hopkins and the farm boy.

There are the ubiquitous public address systems in every high school, with the control button in the principal's office. Ostensibly, these are to be used for announcements at certain times set aside for that purpose, but actually they are used to break in indiscriminately at any time for inconsequential announcements and dissertations.

**C**LUB MEETINGS are held in the middle of the morning; *feature movies*, taking up two or three hours either morning or afternoon (and sometimes both), are shown once a month (to make money). Other time-

consumers are athletic rallies (on school time), magazine sales campaigns (to make money) and auditorium programs (sometimes to raise money). Classes are disjointed by the absence of athletes on various occasions, by ticket sales and collections for worthy causes.

There are study halls to which students refuse to bring books; there are rebellious students with no preparation who retard class recitations. Yet if the teacher, in desperation, tries to discipline by sending the worst offenders to the principal or to the deans, he is exposing himself to the charge of being a weak teacher.

If, on the other hand, the teacher is a good disciplinarian, he is given the most unruly groups in the study

*Turn to Page 20*

# AFL-CIO

## Calls NEA

### Company Union

A NEW policy action declaring the National Education Association in effect a company union and renewing support of the American Federation of Teachers, is currently being implemented at national, state and local levels by the American Federation of Labor and Congress of Industrial Organizations.

The policy was adopted by the AFL-CIO's second constitutional convention ended recently in Atlantic City, in an amendment to a resolution on raising teacher standards presented from the floor by President Carl J. Megel of the Teachers.

It was immediately supported by others of the A.F. of T. delegation and informed delegates from other Internationals. Adoption followed quickly after AFL-CIO President George Meany told the convention:

"The question of organizing teachers, I think, runs to something even more important as to whether or not we call this organization (the NEA) what it undoubtedly is—a company union. I think the term would not be improper.

"I want to make one thing clear. The point was made that some officers of the NEA said they didn't have to worry about the (A.F. of T.); that they had their contacts with the trade union movement. Well, if they do,



Mr. Meany

they don't have any contacts in Washington as far as I am concerned. I don't know any of them. I have never spoken to them. As far as I know, they have no contacts with our people."

THE AFL-CIO resolution declared that the NEA does not and cannot fulfill the need of classroom teachers, and reviewed the fact that hundreds of thousands of the most qualified teachers are being driven by substandard salaries into other occupations. It follows:

*"The quality of the education provided for the thirty-two million American children enrolled in our primary and secondary schools largely reflects the professional qualifications of the men and women who teach them."*

*"Unfortunately, Americans have been so callously indifferent about the substandard salaries and working conditions of the teachers that hundreds of thousands of those most qualified are being driven into other occupations or have already left the classrooms."*

*"During the course of the 1956-1957 school year, for example, the average salary of the American classroom teacher—generally a college graduate—was \$4,220, equivalent to \$81 weekly on an annual basis but before deductions for taxes, pensions, and for other purposes. Twenty-three states paid less than \$75. Weekly teachers' salaries in Kentucky, Mississippi and Arkansas were \$54, \$48, and less than \$46 respectively."*

*"Besides substandard salaries most teachers have an excessive workload imposed upon them. On top of teaching duties that become more and more burdensome as school over-crowding grows, most school administrators require the teacher to assume a broad range of duties outside of the classroom without providing extra compensation."*

*"Furthermore, in most American communities classroom teachers are still without a genuine union organization of their own through which they can seek redress from exploitation. The National Education Association (NEA) dominated as it is by the school administrators, does not and cannot fulfill that need because it is in effect a company union. In fact, in*

many instances membership in the American Federation of Teachers—the only bona fide trade union organization of classroom teachers in the United States—is subtly and even openly discouraged by school administrators and by school boards. Now, therefore, be it

*"RESOLVED, That the American Federation of Labor and Congress of Industrial Organizations urges all of its affiliates to continue and to extend their efforts to rectify the deplorable salary and working conditions of our teachers, through legislative action at the local, state and federal levels and by other appropriate means. Clearly, the free public school system for which organized labor has fought for more than 100 years, in order to achieve equal educational opportunities for all children, is in jeopardy unless teachers' standards are immediately and drastically improved."*

*"Furthermore, all affiliates are urged to increase their cooperation with the American Federation of Teachers so that this sister affiliate of the AFL-CIO can complete its mission to elevate the standards and the dignity of American teachers through their full participation in the trade union movement of the United States."*

DELEGATES of the A.F. of T. speaking at length for the amendment included Megel, Vice-Presidents Selma M. Borchardt, F. Earl McGinnes and Herrick S. Roth, and John M. Fewkes, president of the Chicago Teachers Union, Local 1.

Megel pointed out that the 18 states now having mis-named "right to work" laws are the states in which the NEA has nearly 100 percent membership, and the A.F. of T.'s membership is small.

Roth warned the convention that "we are not going to win any battles by playing footsie with company unions," while Miss Borchardt appealed to the delegates to call the education association "what it really is."

Fewkes urged the AFL-CIO to recognize the NEA as a company union, dominated by administrators, and "one which forces membership upon the teachers throughout the United States."

The AFL-CIO convention also adopted reiterations of its long-standing programs for better schools, including Federal Aid for Education, aid to higher education, and support of vocational education. It adopted a resolution condemning the merit rating system of pay for teachers, channeled by A.F. of T. delegates through the convention's education committee.

President Meany in his annual address voiced a plea for integration and stressed the urgency of public school support by organized labor and other citizens.

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Nearly everyone has dreamed of one day visiting this mid-Pacific part of the United States which Mark Twain called "the loveliest fleet of islands . . . anchored in any ocean."

To Samuel Clemens, it wasn't a case of enchantment from a distance, when he made the statement 100 years ago. He was there.

Some things have changed since, but not the climate, the beauty, the soft winds, the ageless surf that rolls in from thousands of miles of ocean, or the friendliness of the Hawaiian people.

If you join the study-tour as many *A.F. of T.* members already have, you may count on a never-to-be forgotten summer. And, appropriately, the course is *Sociology S. 292, Hawaii and*

### HOW TO ENROLL

1) Write the Harry E. Caylor Organization, 30 West Washington st., Chicago 2, Illinois, for information about the tour, the course and housing accommodations available.

2) If you want to enroll, ask for Form 1A, Application for Enrollment, and Form 2A, Enrollment in the university's S 292 Sociology course.

3) Fill out the Forms 1A and 2A and send to Harry E. Caylor Organization at previously stated address, Chicago, by Feb. 15 with entry deposit.

### TOUR CLOSES

**February 15**

*Its People*, with plenty of field trips.

Teachers entering it will be pre-enrolled. The course is a part of the university's summer session opening June 23, and ending Aug. 1. The main tour party will leave San Francisco by United overseas airliner the morning of June 23, while another flight for late departures (teachers whose schools close June 27) will wing out of Los Angeles the morning of June 29. Both will reach Honolulu,

which used to be as far away as Timbucktoo, in 8½ hours.

(Additional descriptions of the trip and course will be found in the December *American Teacher* magazine and the January *American Teacher* newspaper. For *How to Enroll*, see steps 1, 2 and 3, under that heading, this page.)

A LETTER from Dr. Shunzo Sakamaki, dean of the university's summer session, states, "The Sociology course which we have especially planned for your teachers (*A.F. of T.* members) may possibly become the star feature of our summer session."

Dean Sakamaki wrote that while the university this year has raised its tuition and some fees, the members of the *A.F. of T.* study-tour will be enrolled at the tuition previously quoted (last year's rates) "giving your teachers a considerable saving."

This means that the base cost of the tour from San Francisco or Los Angeles and return, not including



**DR. SAKAMAKI**

meals or housing in Honolulu, will remain unchanged at \$328.62. The sum includes the round-trip airline transportation; tuition, fees, textbook and field trips at the university, and some other.

But a word of caution! Enrollments in the *A.F. of T.* study tour to Hawaii close Feb. 15. Application, Form 1A, and Enrollment, Form 2A, must be in the hands of the Harry E. Caylor Organization by that date. This closing is necessary to assure airline space and housing.

# Union Teacher Talk

GLENN HOLMQUIST, 32, president of the West St. Paul Federation of Teachers, Local 1148, was cleared in a municipal court of charges of assaulting a high school student brought by the boy's parents.



Mr. Holmquist

The verdict was handed down by City Judge Jerome Kluck, after a furore over the case in which townspeople, generally, backed the teacher. After the hearing, Holmquist told reporters the whole question of discipline had been on trial.

Irving Clark, defense attorney, called Holmquist's actions justified as an attempt to maintain and preserve order. He said the teacher "knew how to and did apply discipline where needed." The judge agreed.



THE AMESBURY (Mass.) Classroom Teachers Association, Local 1033, has obtained a substantial increase in pay effective in two steps this year for teachers in its jurisdiction.

Salaries of Bachelors are to be advanced to \$3,800 for beginners and to a maximum of \$5,000, from a former \$3,400-\$4,200 range. Masters will get \$4,100 to \$5,900.

as compared with a previous \$3,700-\$4,700.

Annual increments of \$200 were continued. Negotiations with the School committee (board) were headed up by Charles Hulbert, Local 1033 president, and Bertrand D. Fecteau, chairman of the union's salary committee.

Approximately half of the increase was effective Jan. 1 and the remainder will become effective Sept. 1, this year. The School committee pledged additional advances in the future as feasible.

Hulbert described the new schedule as the first long-range one adopted by the committee, and described it as a substantial gain.



THE LONG BEACH, Calif., school board and superintendent's office has continued to wield a censorship over what teachers in the school system circulate among themselves through the school messenger service and on school premises.



Mr. Eilerman

Lou Eilerman, president of the Long Beach Federation of Teachers, Local 1263, accused the administration of "raising an iron curtain against reality," when the latter banned distribution of a bulletin, "You and Legislation," issued by the California State Federation of Teachers.

Front-paged on the bulletin was a resolution adopted by the California legislature

commending the state Federation on its accomplishments and public service in the first thirteen years of its existence. Long Beach understandably is a school district which sends recruiters throughout the country annually to find teachers willing to replace those who become "fed up" and leave.



CHARLES ODELL, president of the Port Orchard (Wash.) Federation of Teachers, Local 807, is his state's new associate Republican state committeeman, and state executive board member of the same party.



Mr. Odell

years. He is a past president of the Kitsap Young Republican club.



D. JOHN L. CHILDS, professor emeritus of Columbia University, and one of the early leaders of the American Federation of Teachers, is this school year's holder of the Education Day Citation Award of Wayne State University.



ALTERNATE plans and budgets for the expansion of the services of the Wisconsin Federation of Teachers to its Locals will be submitted to representatives of the latter at four regional meetings early in the spring.

One plan and budget calls for a full-time executive director, and the other for the employment of such a director part-time, to be responsible for:

- 1) Servicing existing Locals, 2) Helping to increase membership of existing Locals,
- 3) Aiding Locals to develop programs for teacher welfare, 4) Organizing new Locals,

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and 3) Expanding and organizing the W.F.T.'s legislative program.

The plans were drawn up recently by the W.F.T. Executive committee. The one selected at the regional sessions will then be submitted to Locals for adoption.



**HARRIET PEASE** of Schenectady, legislative representative of the *Empire State Federation of Teachers* pointed out in a recent bulletin that teachers are among the few groups of employees in New York state who are deprived of the protection of the state department of labor, and that Gov. Harriman established a grievance board to insure justice for the protected employees.

"Every worker group under the jurisdiction of the state department of labor," she added, "is assured by the state labor laws of a duty-free lunch period, and many now have morning and afternoon rest periods and coffee-breaks.

"But classroom teachers do not have the protection of a minimum daily duty-free lunch period—a basic health necessity. The growing teacher shortage has increased the work-load and attendant strain on teachers.

"More working mothers and larger school units have resulted in a larger number of children having lunch in school at noon. The supervision of these children has largely been thrust upon the teachers, resulting in hurried, snatched lunches for teachers while trying to keep order and to supervise a *garbage detail*.

"Some parents' groups have arranged for noon-time supervision of lunches by non-teachers. Some administrators assume the responsibility and have a late lunch. But in many schools the growing lunch-room, yard-duty and bus-loading duties is depriving teachers of an adequate duty-free lunch period. Strain and tension are the major occupational hazards of teaching. A mid-day break is a health necessity for teachers."



**THE HIGH SCHOOL** committee of the *New York Teachers Guild*, Local 2, and Charles Cogen, the Guild's president, have taken a dim view of the appointment of an assistant superintendent to direct the city's science teaching program, who, the Guild Bulletin charges, flunked two examinations for the lower salaried office of director of science.

The Guild pointed out that as assistant superintendent the appointee receives \$16,000 a year, whereas as director of sci-

ence his salary would have been \$11,900. The committee, of which Milton Pincus is chairman, is also formally opposing a board plan to pay new science teachers a bonus of \$400-\$800, and suggests that a ten-equal-step salary schedule would be a powerful incentive for college students to enter teaching.

The "Sputnik hysteria" appears to have reached a more violent pitch in New York than in most other cities, and the Guild is having its hands full in combating nostrums and deviations from sound school procedures. One of Cogen's most recent efforts is to keep enough social workers in the "referral unit project" which seeks to prevent juvenile delinquency.



**WILLIAM C. LOVING**, leader in the *Detroit Federation of Teachers*, Local 231, as well as in the civic affairs of his city, was presented with a Bill of Rights plaque on TV by the UAW (AFL-CIO) in recognition of "his distinguished activities and dedicated efforts."

Loving, incidentally, is credited with having "discovered" Joe Louis, the "Brown Bomber" and for many years holder of the heavyweight championship, while an assistant director of Brewster Community Center of the Motor city. He is the holder of many other awards and citations.



**A**N ANNOUNCEMENT from the Girl Scouts says opportunities for summer jobs as counselors "await thousands of teachers" in camps to be operated by the 650 scout councils countrywide. If you are interested, query your nearest Girl Scout council or write *Miss Francon Hamilton, recruitment and referral advisor, Girl Scouts of the U.S.A., 830 Third ave., New York 22, N.Y.*



**MISS ELSA BERKNAP**, member of the *Syracuse Federation of Teachers*, Local 905, is the petitioner in a test case being supported by the *American Federation of Teachers* and the *Empire State Federation of Teachers*, for a ruling from the department of internal revenue that her expenses at summer school and in extension courses may be deducted for income tax purposes.

The case is significant to nearly every teacher. Eliot Birnbaum, ESFT president, declared that it will be carried through the courts if necessary.



**THE NEWS-LETTER** of the *Minnesota Federation of Teachers* called attention to the fact that increased interest rates by money lenders on school bonds are cheating children out of classroom space.

Reported the News-Letter: "A rapidly expanding school district recently had to

pay close to 4 percent to get \$1.9 million for school construction.

"In 1952, it could get money at less than 3 percent. The difference of one percent cost the people of the district an additional \$300,000, enough to build a school for 300 children."



**MAX C. ANGEL** of Flat Rock, editor of the bulletin of the *Melvindale (Mich.) Federation of Teachers*, Local 1051, says his favorite story among the crop on crowded classrooms is still the one about the teacher who sent her morning attendance report to the principal marked: "Help! They're all here."



**THE OSSEO (Minn.) Federation of Teachers**, Local 1212, is strengthening its membership for a re-challenge after losing an election to become bargaining agent for the 76 teachers in its jurisdiction by only two votes.

The election was held under Minnesota's new collective bargaining law. Lloyd O. Belford, the Local's president, said, "We lost because the slim majority chose to cling to their clay idol—the company union." He added:

"The task before us will be a great one. Our members are the professional leaders of our school system, and we will continue in our battle for recognition as bargaining agent. Our members are dedicated to their profession and loyal to the Local."

Belford added that Local 1212 took the initiative to secure bargaining agent recognition, and that the issue was thrown into the election when it was contested by the school board. The union teachers secured a hearing before the state labor conciliator who set up the referendum.



**THE HAMTRAMCK (Mich.) Federation of Teachers**, Local 1052, is starting its 19th year of activity on behalf of the classroom teachers of its community.

During its existence, the Local has gained salary increases, taken cases to the state labor mediation board, secured a continuing contract, defended the welfare and security of many teachers and improved sick leave.

Also, secured political freedom for teachers, a written board policy regarding sick leave, absence, and sabbaticals, and is

now working on the securing of a "proper and fair salary schedule" for teachers in its jurisdiction.



**T**WO INDIANA union teacher leaders were among the Indiana State Federation of Labor representatives to the Governor's conference of education beyond the high school held in Indiana University Medical Center in Indianapolis.



Mr. Myers

More than 300 educators and civic and labor leaders attended the conference, which was announced for the purpose of exchanging ideas and plans for the state's schools and communities.



## 1958 TEACHER TOURS

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**T**HE PATERSON (N.J.) Teachers Union, Local 482, has added its voice to many other A.F. of T. Locals urging boards of education to substitute tuberculin skin tests for x-ray, using the latter only in event the skin test shows positive. The Local pointed out that its resolution conforms with recommendations of the surgeon general and an increasing practice in school districts.



**T**WO HIGH honors have been bestowed on Jonas Zweig, science teacher and member of the Paterson (N.J.) Teachers Union Local 482, within the last year.

This school term, he was named "Teacher of the Month," by the North New Jersey section of the American Chemical Society. The award was inaugurated by the society to honor teachers and bring about closer relations between chemical engineers, industrial chemists and science teachers.

During the summer, Zweig was one of the 20 science teachers from ten states chosen to participate in the second annual course in radiation biology at Harvard under the joint sponsorship of the Atomic Energy Commission and the National Science Foundation. Adds Sylvia Scheinfeld, Local 482 president: "Mr. Zweig has been one of our members for many years."



**T**HE ST. LOUIS PARK (Minn.) Federation of Teachers, Local 845, organized in 1945, took a look back over its 12 years of efforts to improve salaries, recently and found:

Bachelors in 1946-47 in St. Louis Park were paid \$1,600 to \$2,500 in 12 steps, and

this school year draw \$4,000 to \$6,520 reached in the same number of years.

Wonder if the Local's dues have also gone up at the same pace!



**A**DD GIMMICKS: While administrators and other school personnel in most schools have their own private telephones, teachers are expected to use pay 'phones or lay down dimes on the school office desk.

The Detroit Federation of Teachers, Local 231, estimates that the school board in that city collected \$3,748 in profit on school pay phones at a dime per call costing the school 4 cents last year, but adds that most teachers would be happy with pay 'phones so they might be able to make an occasional personal call from a booth in privacy.



**L**OCALS of the Illinois State Federation of Teachers took another step toward the employment of a full-time secretary when they overwhelmingly voted for an increase in the state Federation's dues.

The referendum was taken by mail as directed by the organization's 1957 convention. Walter Werre of Chicago, president, said the results were about eight to one to lift the annual per capita from \$2 to \$2.50. Six of the 22 active A.F. of T. state Federations now have executive secretaries. They are: California, Colorado, Indiana, Michigan, Minnesota and Pennsylvania.



Mr. Werre



**T**HE OFFICIAL text of a Los Angeles school board policy begins, "It is considered appropriate that from time to time board policies concerning employee organizations be made available to all employees . . ."

Can you explain the "whatever-it-is" in a school administrator that causes him to stress to teachers attempting to improve their professional status that they are risking their professionalism, then refers to them in the official documents as the hired help? Don't feel bady. We can't either.

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## Teaching Gifted

From Page 6

enrolled in special classes distributed as follows: science, 327; mathematics, 386; literature 71; foreign languages, 167; creative writing, 255; art, 493; creative drama, 335; typing, 32; music, 166; and leadership and student councils, 87.

QUESTIONNAIRES sent in 1955 and 1956 to administrators, parents, and pupils involved in the program presented the question: *Do you want to continue the program for gifted children?* Unanimously, administrators answered in the affirmative; of 706 parents who returned the questionnaire, 94 per cent wanted the classes to continue; of the 288 teachers participating, 84 per cent favored special interest classes; 68 per cent of the homeroom teachers who have children in the program believed that the experiences which the children brought back to the homeroom had positive effects on the other pupils in their classes.

Of the 972 pupils who answered the questionnaire on special classes, two-thirds reported that their interest in school had increased, and 96 per cent wanted to continue in one of the special classes the following year.

Additional evidence of the effectiveness of the elementary program was obtained through a *relative achievement* study. A group of pupils in the participating schools was matched with a group of equally able pupils in non-participating schools, the two groups having been matched for mental ability and reading and arithmetic placement at the beginning of the fifth grade.

A questionnaire confirmed the equality of socio-economic status of the two groups. Test scores revealed that pupils in participating schools with special classes during the sixth grade made significant gains over pupils in non-participating schools. As anticipated, the gains were more consistent in reading than in arithmetic achievement, enrichment possibilities being greater in that area. Gains became more marked in successive years.

The general conclusion is that elementary pupils participating in this program have made and are continuing to make greater gains in intellectual achievement than comparable pupils not participating in the program.

In the high schools the administrative procedures have in many ways been similar to those used in the ele-



*Good Will and exchange-of-ideas dinners as well as other functions are among the increasing activities of A. F. of T. Locals. The Toledo Federation of Teachers, Local 250, recently gave a dinner for 27 foreign teachers, visiting and on exchange. In photo: Miss Anna Marie Fonseca, English teacher from Portugal, trading experiences with Carl A. Benson, Local 250 president, chemistry teacher. Joseph Dense was chairman of the event.*

mentary schools. The principal appoints a coordinator from his faculty who is released from one or more teaching periods to compile test data, tentative lists for seminars and special class reports as needed, and to assist teachers in acquiring books and materials. Additional teachers, varying from one to three because of size of schools, are assigned to each building.

THE ENRICHMENT program, at both the secondary and elementary levels is aimed at a larger group than ordinarily would be considered *gifted*. In the procedure for identification, information from the elementary school is included on the special card in the permanent folder which covers the intelligence and achievement test data from the school's general testing program; the eighth grade teacher's prediction of success in high school; the results of the Iowa Test of Educational Development given to all ninth grade pupils and students new to the Portland school system; and the use of general sophomore and junior testing programs for verification of earlier data. Results of the identification process are made available to counselors and teachers.

In the process of experimentation, comprehensive seminars and subject-field seminars, taken in addition to the students' normal programs were

set up. However, both were difficult to maintain because of the time element. Consequently, subject-field seminars and special classes, more nearly conforming to the regular course of study, substitute for regular courses.

These seminars make possible a much broader treatment of a course and provide for individual studies of a scholarly nature. While the content follows the usual instructional program, use is made of methods and materials suited to the more gifted students to provide extensive and careful reading; high level discussions, and critical research.

Teachers of these classes find that methods which work well at this high level are effective in regular classes. Also, some of the books and materials provided for the special classes can be used advantageously by some students in the regular classes. In the current school year approximately 1,200 high school students are enrolled in special classes: English, 339; mathematics, 283; science, 220; social studies, 252; and art, 105.

ONE HIGH SCHOOL teacher evaluates his EE mathematics class in this way: "In each class methods of presentation and subject matter differ; however, there is one thread of continuity, in that both the students and

*Turn to Page 18*

# Union Security CaseAppealed to Supreme Court

DEFENSE of the union security clause in the contract negotiated for the school year, 1956-57, by the *Butte (Mont.) Teachers Union, Local 332*, and the Butte (District I, Silver Bow County) board of school trustees has been taken to the state supreme court by both contracting parties.

Appeal was filed by Arnold Olsen, Local 332 attorney, after District Court Judge William Shallenberger, ruled for eight non-union teachers who are contesting the clause.

Subsequently, the board gave unanimous instruction to County Attorney Maurice Hennessey, to appeal from the decision handed down by Shallenberger in lieu of a requested jury trial.

The union-school board contract requires teachers in the school system to be union members in order to collect increments negotiated for the school year by the union. Eight ex-union women teachers, plaintiffs in the case, returned their contracts signed but with the clause deleted.

Judge Shallenberger ordered the school board to pay the non-union teachers the increments earned by the union teachers. He ruled in effect that the board may not "discriminate" in salaries paid tenure teachers.

ATTORNEY Olsen appeared before a subsequent meeting of the union teachers and outlined the basis for the appeal. He contended that:

1) Judge Shallenberger erred in refusing to grant a jury trial as requested by the union and the board;

2) In not taking evidence on the facts, and

3) In ruling that the non-union teachers had been discriminated against in the matter of salaries.

Concerning the last point, Olsen



Miss McNelis

stressed that the eight plaintiff teachers had deliberately gone to the school board and stated that they did not want to be connected in any way with the union-board negotiations.

He stressed that since the Montana law leaves the school board discretionary powers in setting salary, and that by their own voluntary action the non-

union eight deliberately asked not to have any part in the negotiations, there "can hardly have been discrimination."

He also pointed out that the board of trustees desires to contract with a responsible group, and since Local 332 represents 97 percent of the teachers in the district, that group would be the union.

SARAH McNELIS, secretary of Local 332, in reporting the foregoing developments, pointed out that the case has national implications since the *American Federation of Teachers* and the *Montana State AFL-CIO* are intervening petitioners in support of the board and the union teachers, and the *National Education Association* and the *Montana Education Association* are similarly backing the non-union teachers.

## Detroit, 231, Calls For \$500 Increase, Class Reductions

THE DETROIT *Federation of Teachers, Local 231*, is up with what the *Detroit Teacher*, its publication, called a "dramatic proposal" to Supt. Samuel M. Brownell and the board of

education for a 1958-59 salary increase and school procedures to make it possible.

The plan, "aimed at raising the quality of instruction and boosting the morale of teachers" contains the following major recommendations:

A) A \$500 salary increase, across the board for all teachers.

B) A reduction of two pupils per class, on the average, in all elementary and high schools; and reduction of four pupils per class, on the average, in junior highs, high schools and in all schools within the Grand Boulevard area.

To finance these "urgently needed improvements," the Federation proposes:

1) Putting on half-day sessions all first graders, and possibly second grad-

ers, throughout the city, as a measure of fairness and economy.

2) Adding no new teachers except to replace those retiring or leaving the school system.

3) Eliminating all non-essential expenditures, such as TV experimentation, basketball clinics, and special programs.

4) Working to secure the maximum revenue from property taxes and state aid.

According to Budget Chairman Freeman Flynn, "The savings thus effected should make up the sum necessary to finance better salaries and working conditions and again make Detroit competitive with the suburbs in attracting the best teachers."

One teacher emphasized, "The public must face the fact that 40 in a classroom is not education." Another remarked, "When 8 percent of the Detroit positions are already filled by people teaching with a special certificate, our system seems to have given up. We haven't!"

Rallying all who are interested in a bold approach to Detroit's school problems, *D. F. of T.* President Mrs. Antonia B. Kolar declared:

"Detroit teachers insist that pious generalizations about the value of a teacher be translated into the number of children before him and the amount of money he makes."



Mrs. Kolar

## Teaching Gifted

From Page 16

the teacher find themselves immersed in an atmosphere of discovery and invention."

An English EE class, in one phase of its study of the Iliad, examined approximately thirty translations and discussed, aside from the unfolding of the narrative, examples of effective picturesque and emotional language, and epic traits such as similarities, repetitions, and participation of the deities.

An EE drama class in one high school made a film of representative scenes from *Macbeth*, handling all phases of the production except the filming which was done by a professional cameraman.

A high school teacher said, "After participating in the program for the past four years, my greatest pleasure from it results from the fact that when I make an assignment covering a broad area, my EE students receive it with pleasure and anticipation. There is no holding back from lack of good work habits or ability."

To evaluate the program a questionnaire was sent to 759 high school students in May, 1956. Ninety-six per cent found the special classes satisfactory; 85 per cent found the work more interesting than in regular classes; 90 per cent learned to read more critically; and 96 per cent had greater opportunity to do original work than in regular classes.

Of the 560 parents who responded to the questionnaire, 93 per cent wished to have the classes continued. Only one per cent thought that the classes were not satisfactory. Eighty-three per cent of 412 high school teachers, some not involved in the EE program, favored special classes for the gifted students and 98 per cent of the teachers of the special classes considered them superior experiences for superior students.

**PROBABLY** the most trustworthy evidence to date is found in the responses to questionnaires mailed to former members of these special classes, a large majority of whom have gone on to college.

Ninety-four per cent expressed the opinion that these classes should be continued because they provided opportunity for independent research; broader viewpoints through class discussions; faster progress in small classes (eight to 18 students); better student-teacher relationships; excellent preparation for college through a more



Segal new education director of International Union of Electrical Workers: Benjamin D. Segal, president of Workers Education Local 189, center, takes up duties in a conference with Arthur A. Ochwada, general secretary, Kenya Federation of Labor, and the African country's Electrical Workers Union, and Arthur Kane, of the AFL-CIO department of education. Segal previously did education work for the Textile workers and the CIO; has been trade union consultant for the Fund for the Republic.

adult approach to subjects; and a better sense of responsibility toward assignments.

Whenever a school district undertakes an experimental program, the cost plays an important part in its adoption. For the current school year the cost of the enrichment program in Portland will be \$192,628.00.

The different parts of the program's budget cover the following expenditures: Administrative and clerical assistance, \$28,650.00; fourteen elementary teachers and thirteen and a half secondary teachers, \$147,482.00; teacher education and school-college relations, \$10,000.00; curriculum improvement, \$2,000.00; supplies, stationery, tests, \$1,500.00; books and equipment, \$2,500.00; mileage, \$500.00; office equipment, \$200.00.

The entire cost of the enrichment program for students of exceptional endowment is less than nine-tenths of one per cent of the school district's general budget.

The supervisor of the program, Clifford W. Williams, is satisfied with the progress which has been made. His chief concern is that changes which have been made will become traditional. In his opinion experimentation and adjustment must continue if rigidity is to be avoided, and the interests of children are best served.

Concerning the enrichment program for students of exceptional endow-

ment, Supt. Edwards said, "A country whose strength and very existence depends on education of all its people, faces the danger that the instructional program will become a rigid mold.

"Mass education does not, of necessity, mean identical education. In fact, progress depends on whether the schools can encourage variations in ability as opposed to stereotyped mediocrity."

## Salary Survey

From Page 8

somewhat, but Texas still has a state schedule requiring 26 years for a teacher with a Master's degree to reach the maximum, and Indiana has a range of 14 to 25 years to the maximum median of 18 years of service required.

How the United States of America is to finance its expanding school system, provide buildings and equipment for its children, and pay its teachers on a level which will draw and keep enough highly trained teachers to meet our national needs is a problem not yet solved.

Every local district, every state government and the government of the United States must make a cold reappraisal of resources and priorities in government expenditures in the light of the cold facts of the world of today.



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# Rules Union Membership Ban Illegal

ATTORNEY GENERAL Miles Lord of Minnesota has ruled that under the state's new collective bargaining and older no-strike laws for public employees, school teachers or principals and administrative personnel cannot be deprived of their right to join the *American Federation of Teachers* or any other labor union.

The ruling was made on a clause in the contract of Russell L. Johnson, principal teacher of International Falls. The school board, acting under its discretionary powers to make rules and regulations, had inserted the following clause in Johnson's contract as well as in the contracts of others it considered administrative personnel:

"Teacher agrees to refrain from becoming or retaining membership in any organization that does not admit all administrators and supervisors employed by the school district to full and complete membership including all deliberations, discussions and voting on all questions."

The *International Falls Federation of Teachers*, Local 331, of which Johnson was a member as well as a vice-president of the *Minnesota Federation of Teachers*, protested the clause to the school board in a statement submitted by F. O. Williams, chairman of the Local's problems committee.

The language of the contract clause was considered aimed at the *A.F. of T.*, implying that administrators could not join organizations which they could not control, and also by *A.F. of T.* leaders an admission that membership in the NEA and Minnesota Education association was permissible since it is an administration controlled company union.

THE SCHOOL BOARD asked the attorney general for a ruling, contending that the duties and responsibilities of administrative personnel are such as to set up a separate controlled management classification, not consistent with union organization. Johnson had administrative duties half days, and was a classroom teacher the other half.

Specifically, Attorney General Lord ruled that if administrators by the as-

sumed nature of their duties constitute a special class of public employees, the legislature and not the board must say so, and that since no such exclusion from union membership had been made by the legislature, the clause in the contract is illegal and void.

Charles E. Boyer of Minneapolis, *A.F. of T.* vice-president, said the importance of the decision is that if the exclusion clause in the board of education contract had been allowed to stand, it is not inconceivable that another board might have attempted to argue that teachers as a class by their very nature could be deprived of *A.F. of T.* membership.

"The effect of the ruling, therefore," Boyer said, "is to guarantee public employees right under the law to join a labor union without interference from their employer and governing boards or bodies."

## Chicago Board Doles Out

### \$290 Increase

JOHN M. FEWKES, president of the *Chicago Teachers Union, Local 1*, warned that the city is "faced with one of the greatest teacher shortages

in its history," after the board of education granted teachers pay increases totaling \$290 for this calendar year.

The board approved a \$250 increase for all teachers effective Jan. 1. It then added \$40 to start Sept. 1, next. Local 1 had asked for a no less than \$450 increase.

The combined increases will make the Bachelors' minimum \$4,290 and maximum \$6,540 for those who teach the full year. The Masters' minimum similarly is now \$4,540 and maximum \$7,040. A "show window" lane sets up a flashy \$8,540 for almost non-existent Doctorates with more than 30 years of service.

Fewkes said the union is disappointed at the inadequacy of the increase, and predicted that it will not attract nearly enough teachers to meet current shortages or a larger need in September.

He said 3,191 additional teachers will be needed in the Chicago system

in September, compared with a current shortage of 1,853, to meet larger enrollment and provide replacements for teachers retiring or quitting.

"Chicago will be fortunate," he predicted, "if the new schedule brings in 1,000 certified teachers, and another 1,000 qualified substitutes. This means the board will have to employ unqualified personnel, perhaps little more than baby sitters."

PAY INCREASES more than four to six times greater were given top school administrators. Five associate superintendents got raises of from \$1,200 to \$1,904 a year, bringing their salaries to \$19,200 to \$24,000.

Last year the same board that cut teachers' requests drastically this year made Chicago School Supt. Benjamin C. Willis the country's highest paid superintendent.

It upped his \$30,000 a year salary to \$35,000, and authorized annual increases of \$2,500 for the following three years, to bring his pay to \$42,500 in 1960. It also voted to buy him a new Cadillac for his official use.

### On A Log

From Page 10

halls and the least desirable policing jobs in the auditorium or lunch hall.

Working conditions? Mark Hopkins may have had to suffer mosquito bites or chiggers, but he had no idea how well off he was with his small class in his log school room. In fact, he would have difficulty discovering a log to sit on in the midst of the modern educational forest, much less finding his student and keeping him quiet on the other end of it.

NOR AM I SURE that the administrators are doing much to thin out the trees. What do they think about the teachers? In an article in the daily news sheet published at the convention of School Administrators at Atlantic City in 1956, this statement was made:

"A teacher, to be successful, needs:

"1) The ability to understand children;

"2) Skill in the techniques of presenting subject matter, and

"3) Command of subject matter."

Note the position and importance given to what, in my opinion, should come first . . . command of subject matter. A well-prepared teacher can command respect of his students. A

Turn to Page 22

## WHAT'S YOUR PROBLEM?

### 1,214 COLUMBUS

### TEACHERS ANSWER

#### WHAT ARE YOUR biggest problems?

Early in the 1956-57 school year, Lawrence A. Shockey, president of the *Columbus Federation of Teachers, Local 538*, appointed a committee to get the answer to this question from teachers in the Ohio city.



Mr. Shockey

the answer to this question from teachers in the Ohio city.

The committee, comprised of Samuel A. R. Howard, Louise Lincoln, Catherine Watson, and Leo D. Burgoon, the latter chairman, prepared a list of 48 questions and sent them to the city's 2,128 teachers.

Dr. Harold H. Eibling, superintendent of schools, lent a hand in the project. He sent a message to the teachers urging them to reply to the questionnaire.

Fifty-seven percent (1,214) of the teachers replied. The committee tabulated the answers, and found that the following had been reported as the 10 most serious problems, in the order listed:

- 1) Need for a diversified curriculum to provide for slow and rapid learners;
- 2) Maintenance of a household acceptably on a teacher's salary;
- 3) Too much clerical work;
- 4) Lower standards of school work;
- 5) Lack of time for pupil-teacher and parent-teacher conferences;
- 6) School marks—evaluating pupil progress;
- 7) Lack of student respect for authority, insolence, et cetera;
- 8) Excessive noise, talking, and so on, in class;
- 9) Unnecessary absence of pupils, and
- 10) Lack of time for planning, and organization of materials.

The 48 questions were arranged in four categories to cover problems re-

lating to subject matter, discipline, working conditions and miscellaneous.

Problems considered in the first ten by one or more grade levels but not included in the first ten of over-all rank included:

*In senior and junior high schools:* refusal to do class assignments, sixth; vandalism, seventh in both, and antagonistic attitudes by pupils, tenth in the junior highs.

*In elementary schools:* duties other than teaching—hall, yard, lunch room, et cetera, sixth; lack of duty-free lunch period, seventh; inadequacy of supplementary materials, eighth, and pressure to contribute specific amounts to community agencies, tenth.

A 9-page report containing a complete tabulation of replies and a summary of comments made by teachers, was placed in the hands of the ad-



MR. BURGOON

ministrative staff, and copies were sent to all schools to be posted for the information of teachers.

LISTED as on the brighter side by the committee in its report, were comments such as the following from "many" teachers:

"As compared to other communities, I feel that the employees of the Columbus public schools enjoy the democratic freedom of our society."

"I am unusually fortunate in that I have an interesting assignment, a wonderful principal and a fine staff to work with."

"Please! No more questionnaires!! And a little more time to just teach."

## N.Y. Teachers

### Vote

### Social Security

AN OVERWHELMING majority of the 73,356 teachers in New York state outside New York city have voted in a second referendum under the required formula to come under social security (OASI) coverage supplement-

ary to their state retirement benefits.

The ballot count was 68,903 for, with only 1,612 against placing themselves under the system; 2,754 did not vote, and 87 ballots were voided.

The results were called a victory for the *Empire State Federation of Teachers* by Eliot Birnbaum of Syracuse, its president. The Federation worked alone to get the

necessary enabling legislation and spearheaded the subsequently necessary and complicated procedures.

FIRST STEP by the Federation was to back a bill successfully in the 1957 legislature to include teachers in the state social security law. While the bill was pending, the company union NEA affiliate conducted an anti-OASI, biased and fear provoking campaign.

After the law was enacted, the E.S.F.T. campaigned in a rapid-fire series of bulletins, explaining social security provisions, benefits, and the procedures necessary. Along with other things, it operated a booth at the state fair at which teachers were interviewed and explanatory literature was distributed.

The Federation also followed the legislative approval with instructions



Mr. Birnbaum

and suggestions to each *A.F. of T.* Local on how to approach their boards of education to request retroactive coverage.

"Most Locals," Birnbaum said, "attained seven quarters of coverage for the teachers in their communities, insuring early covered retirement for those 62 years old or over."

**THE RESULTS** in the series of steps supplied an outstanding example of the power of dedicated, persistent effort which characterizes teacher-controlled, teacher-centered groups affiliated with the American Federation of Teachers. Our Federations can take justifiable pride in the part they played in the victory."

Edward Sorenson, chief social security agent for New York state, congratulated the *Empire State Federation of Teachers* on the "decisive part" it played in the procedures.

## On A Log

From Page 20

normal child, from kindergarten on, knows at once when a teacher is bluffing. A pleasant personality makes life happier for an individual both in and out of the classroom, but a teacher should have more to share with his students than a good bedside manner.

In the same publication, administrators were informed that *teachers must add a fourth R to their backgrounds*, this *R* referring to human relations, to be gained, according to the article, through social engineering.

Precisely what is meant by this term is not clear, but perhaps the administrators had further explanations that were not published. Yet another bit of guidance gleaned from the same news sheet came in a headline: *Leadership Must Pass Test of Christian Maturity in a Democracy*. This I have added purely for information to anyone interested, not because I believe that it belongs in this dissertation. But I'm not sure. Mark Hopkins, I imagine, would have put it under his log.

**FURTHER** downgrading of the teaching profession comes with the growing practice throughout the country of encouraging the employment of *cadet teachers* or *teachers in training*. These ambiguous terms refer to the teachers with two years of college training who are being employed in ever-increasing numbers in all school systems. This practice is a direct attack on the hard-won requirement of four years of college work and a de-



Start planning for 1958 *A.F. of T.* convention in Milwaukee: Members of national convention committee meet at Hotel Schroeder in Milwaukee, Wis., where conclave will be held Aug. 25 to 29. From left, seated, James L. Fitzpatrick of Milwaukee, *A.F. of T.* vice-president, chairman; President Carl J. Megel and Vice-President Rosalie C. Kraus of Moline, Ill. Standing, Aaron Shansky, program chairman of the Milwaukee Teachers Union, Local 252, and John Dulka, University of Wisconsin, Milwaukee, Local 79, committee member.

gree as a minimum standard for teachers.

It is a reversion to the old normal school training. It deludes parents into thinking that their schools are adequately staffed when they are not. Of course, such a teacher is supposed to continue going to college to work for a degree while teaching. In the meantime, naturally, that teacher is being paid at the lowest rate. Such a practice is not conducive to getting better teachers or encouraging better teaching. It can only prolong the chronic crisis in the schools.

Here, then, are some of the reasons why I believe teachers abandon their careers and why others cannot be enticed into the fold:

1) *There are too many demands in a school day that interfere with the business of instruction.*

2) *There are exhaustive demands on a teacher's time for unfruitful activities.*

3) *Poor administrative policies do not make teaching easier.*

4) *Petty heckling by some supervisors disgust self-respecting individuals.*

5) *Apparent disregard for scholarship does not stimulate the best students to teach.*

Inadequate salaries are not the only deterrent. Edgar Dale claims that *fulfilment comes only in an atmosphere of moral equality . . . Self-respect is, therefore, a necessity for fulfilment*. It is difficult under present conditions to keep one's self-respect. As Mark VanDoren says *It is always important that men should think it honorable to be teachers.*

That condition could be more quickly realized if teaching were more of a profession and less of an endurance contest.



**FALSE ECONOMIES** for schools were scored by Dr. Andrew D. Holt, vice-president of the University of Tennessee, at a Chicago conference on school construction.

"The worst possible economy," Dr. Holt said, "is to build a million-dollar school and then staff it with \$3,000-a-year teachers."

# New Books

## Of Interest To Teachers

**SOVIET EDUCATION FOR SCIENCE AND TECHNOLOGY.** Cloth. A comprehensive study with emphasis on the two subjects. 513 pp. By Alexander G. Korol, member, senior research staff, Center of International Studies, Massachusetts Institute of Technology. The Technological Press, Massachusetts Institute of Technology and John Wiley and Sons, 440 Fourth Ave., New York 16, New York, co-publisher. \$8.50.

In his preface, the author states that it has been his aim to present a general outline of the entire educational system of the Soviet Union from elementary through graduate school and to illustrate in some detail Soviet training in physics and mechanical engineering.

The book is one of several on Russian education that have appeared since Sputnik but were obviously in the making some time previously. The publishers state that in his appraisal of Soviet training, the author had the benefit of a detailed study made by prominent American educators of Soviet curricula, examinations, and textbooks.

Some of the 12 chapters are headed, "The Soviet System of Mass Education," "The Ten-Year School: Organization and Curriculum," also on the same subject, instruction, textbooks and examinations; and "The Secondary Engineering (Industrial) Technical School."

Seven chapters cover the various kinds, processes and procedures of Soviet higher education. The book ends with comments and reflections. It contains 56 charts and tables.

**THE TEACHER IN THE CLASSROOM.** Cloth. Emotional problems in the teacher's work. 224 pp. By John Gabriel, Ph.D. lecturer in psychology, University of New England, Armidale, New South Wales. F. W. Cheshire, Melbourne, Australia, publisher. \$4.90.

Based on a survey conducted in England, this book describes how teachers react to the strains and satisfactions dealing with children. Responses are analyzed according to years of experience, type of school

(infant, primary, or secondary), number of pupils, and location (rural, urban, industrial, or suburban.)

While noting that complaints and rewards vary according to environment, Dr. Gabriel concludes that the character and personality of the teacher outweigh other factors in determining how he enjoys his job. Recommendations regarding training time, inexperienced teachers, classroom size, and physical plants are made.

**A STRATEGY FOR AMERICAN EDUCATION.** Cloth, 296 pp. By Robert Hendry Mathewson, professor of education, division of teacher education, board of higher education of the City of New York. Harper & Bros., 49 E. 33rd St., New York 16, N.Y., publishers. \$5.00.

The book, designed for students of education and school administration as well as active citizens, brings contemporary educative processes into perspective and suggests possible adaptations in our educational system to meet new demands and conditions of individual and social living, imposed by an age of world-wide ideological and cultural competition.

The author considers basic issues now existing in American education which, he says, have to be resolved if democracy is to reach its peak of effectiveness in the competition of world ideologies and cultures.

Each chapter ends with a comprehensive summary and contains charts and extensive bibliography.

**WHAT WE WANT OF OUR SCHOOLS.** Cloth, 259 pp. By Irving Adler with an introduction by Robert M. Hutchins. The John Day Co., 62 W. 45th St., New York 36, N.Y., publisher. \$3.75.

A former teacher, now studying for his Ph.D., examines problems of educational theory. Why and how are human beings educated? What kinds of schools do Americans expect? Where have our schools fallen short of the goals of democratic education? How can these goals be reached?

Adler criticizes the I.Q. as a measure of a child's ability to learn, charging that conclusions based on its pre-

mises are incorrect. Other topics include teaching of the three Rs, juvenile delinquency, and the education of the Negro.

**NEW DIRECTIONS IN TEACHER EDUCATION.** Paper. 144 pp. By Dr. Paul Woodring, Ford Foundation Fund for the Advancement of Education, 477 Madison Ave., New York 22, N.Y. Free.

A review of teacher training programs, calling for an interrelated four-part teacher education program of 1) liberal education; 2) extended knowledge of subject area taught; 3) professional knowledge, as distinguished from professional skills; and 4) skills in managing a classroom, working with children and young people, and in supervision of the learning process.

**WHY TEACH?** Cloth. 240 pp. Assembled and edited by Dr. D. Louise Sharp, dean of women and professor of psychology and education, Central Michigan college. Henry Holt and Company, 383 Madison ave., New York 17, N.Y., publisher. \$4.00.

The teachers and the taught—120 of them—are combined in this tribute to the teaching profession. The teacher-contributors stress the challenge of teaching; the taught, the ex-pupils who grew to fame—such people as Omar Bradley, Clifton Fadiman, Helen Keller, Yehudi Menuhin, Adlai Stevenson, and Mark Van Doren—tell of teachers who helped make them what they are today.

**WORK PLACE FOR LEARNING.** Cloth, 63 pp. By Lawrence B. Perkins, architect and designer of some 300 school and university buildings. Reinhold Publishing Corp., 430 Park ave., New York 22, N.Y., publisher. \$4.00.

This handsome volume is not a book about school architecture. Rather, the author, in his brief text and large illustrations in color, expresses the relationship of the school building to the experience of learning. "We seek," he writes, "to break the traditional, rectangular, five-rowed classroom from its mind-confining pattern."



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**HIGHER EDUCATION: Problems and Prospects 1957-1970.** Summary of serious problems imminent in colleges and universities; also, analyses of proposed solutions. 25 cents per copy, 12 cents each per 100.

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